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ABSTRACT

An examination was made of the distribution of Educational Resources Information Center (ERIC)-accepted federally financed products during calendar years 1978, 1979, and 1980. The products came from projects for program improvement in vocational education. All of the distribution data relate to numbers of copies disseminated to audiences at the time the product was released. In addition to distribution, the study addressed questions of the nature of the products, to whom they went, the potential benefits from using the products, and how they were distributed. Some of the results were as follows: (1) the 572 products captured by the study resulted in 320,549 copies being distributed in three years--an average of 560 copies was distributed per product; (2) about 50 percent of the product copies went to elementary and secondary schools, with the rest nearly equally divided between postsecondary schools, universities, and state education agencies; (3) principal users were teachers in local settings, while less than 18 percent of the products were distributed to students; (4) the majority of products in the sample were instructional guides, with research reports the next most common type; however, instructional guides were most often distributed, while research reports were second to last in type of product distributed; (5) vocational education and curriculum/instructional materials were by far the most common subjects of the products; (6) improved planning and accountability was the top-rated perceived benefit to be gained from use of these products, which were usually distributed by mail. (KC)

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THE DISTRIBUTION OF ERIC-ACCEPTED VOCATIONAL EDUCATION R AND D PRODUCTS

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January 1982

CE 031 912

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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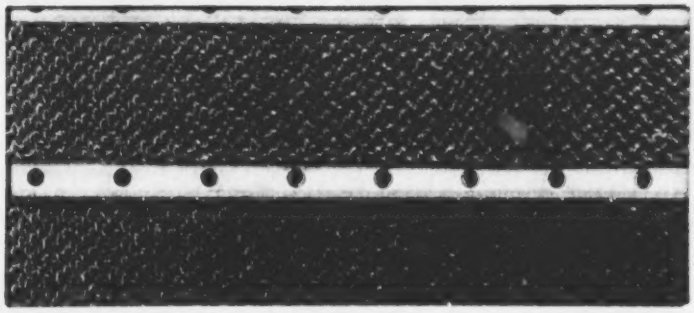

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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FOREWORD

This report examines the distribution of research and development (R and D) products accepted by the ERIC Clearinghouse on Adult, Career, and Vocational Education for two years beginning in October 1978. The study was one of a series conducted by the National Center under the sponsorship of the U.S. Office of Vocational and Adult Education to determine the impact of R and D on program improvement in vocational education. Dissemination of new knowledge from one location to another through reports or other means is an important step in the program improvement process. It is efficient and potentially effective for development activities at one site to be shared with users at other sites. In this report the spread of ERIC-accepted products is documented and findings from the results of the study are presented.

Studies such as these are needed to provide evaluative information to the R and D community. The report conveys a sense of where the products are being distributed and the type of product most likely to reach administrators, teachers, and students.

Appreciation is extended to the Research Coordinating Unit directors and to distributors of R and D products who responded to the survey questionnaire. We are indebted to Larry Barnhardt, Director of the North Dakota Research Coordinating Unit; William E. Daniels, Director of the Northwestern Vocational Curriculum Management Center; and Susan Imel, Assistant Director of the ERIC Clearinghouse on Adult, Career, and Vocational Education located at the National Center for critical reviews of the draft report.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Determining the impact of vocational education research and development on educational practice is important in times of financial stress. Research and development (R and D) activities represent "risk capital" to be invested in educational activities where improvement is likely.

This report examines the distribution of Educational Resources Information Center (ERIC)-accepted products during calendar years 1978, 1979, and 1980. These products came from projects financed by the federal government, either directly from discretionary funds or from dollars flowing to the states for program improvement in vocational education. The ERIC-accepted products represent the best outputs from these projects--the products most likely to result in program improvement. There were 264 federally developed products and 226 state-developed products in this study.

All of the distribution data relate to numbers of copies disseminated to audiences at the time the product was released. No determination was made of ERIC microfiche duplications or the number of times products were shared with others. Data were collected from a questionnaire mailed to product distributors. In some cases respondents had developed the product.

Product distribution is the first step in the program improvement process. This study addresses five questions: (1) how many products were distributed, (2) what was the nature of the products, (3) to whom did they go, (4) what were the potential benefits from using the products, and (5) how were they distributed? The results of the study indicate the following:

- A trend toward state sponsorship of R and D was noted during the two years sampled in this study.
- The number of product copies distributed corresponded to the number of products funded in the categories of research, exemplary, and curriculum development.
- The 572 R and D products captured by the study resulted in 320,549 copies being disseminated between January 1, 1978 and January 1, 1981.
- An average of 560 copies was distributed per product. This average was relatively stable across the two years of the study, recorded as 566 in 1980 and 555 in 1981.

- A majority of the product copies, 52 percent, went to elementary and secondary schools; this percentage was relatively consistent across both years.

- After elementary and secondary schools, copies of products were distributed in nearly equal proportions among postsecondary schools, universities/colleges, and state education agencies.

- The principal users were teachers in local settings; there were one and one-half times as many teachers as administrators and students.

- Less than 18 percent of the products were distributed to students.

- The majority of products in the sample were instructional guides, and more copies of these were distributed (57 percent) than any other type of product.

- Research reports were the next most common type of product in the sample, but they were next to last in the number of copies distributed.

- Knowledge synthesis papers were the type of product least present in the sample; only 70 copies per product were distributed on the average.

- Vocational education and curriculum/instructional materials were by far the most common subjects of the products. Broad-based topics such as special needs and adult/postsecondary education were more common than any of the individual service areas of vocational education such as agriculture or home economics.

- Improved planning and accountability was the top-rated perceived benefit to be gained from these products. Student competency and teaching efficiency were rated high as was improved linkages between vocational education, to business, industry, and labor.

- Special populations were rated least likely to benefit from use of these products; these populations included adults, minorities, rural youth, inner-city youth, and women.

- Most copies were distributed by direct mail either free or in a cost-recovery mode. Only two products were distributed using a commercial publisher.

CHAPTER I

BACKGROUND OF THE STUDY

Introduction

The improvement of vocational education through the use of new ideas developed at other sites began in earnest in 1963 with the passage of the Vocational Act of 1963 (P.L. 88-210). Funds became available for applied research and curriculum development in vocational education. An implicit assumption present in these engineered products was the need for their dissemination to other sites. Methods of disseminating products and providing technical assistance grew over the years, but not always with the anticipated utilization of the innovation.

There are many reasons why research and development (R and D) products fail to be used effectively in new settings, but underlying any list of reasons is the need for communication of the "new knowledge." This study of Educational Resource Information Center (ERIC)-accepted products investigates fundamental questions about their distribution. How many copies of the products were distributed? To whom did they go? Are they likely to help anyone? What was their mode of distribution? These questions and others are answered in this publication for 572 products. This is a relatively small number of products considering the huge investment--approximately $350 million--in vocational education R and D since 1970. But it can be argued that these are the important products, ones screened by ERIC for distribution nationwide. This description of product distribution can help policymakers determine the likely spread of a publication. Of course, this study has not examined second generation dissemination,[1] or distribution of the product from second, third, or later printings.

The need for evaluative data on R and D product distribution is acute. The Committee on Vocational Education Research and Development (COVERD 1976) was appointed to examine the results from ten years of research and development in vocational education. While acknowledging the difficulty in measuring the impact of research and development in vocational education, the committee noted a lack of documented evidence of impact on large numbers of students. This lack of evidence led to one of the most prescriptive requirements for evaluating research in recent years. Section 131 of the Education Amendments of 1976 states:

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1. Second generation dissemination refers to sharing of the product with others by the recipient or reproduction of the microfiche.

> No contract shall be made pursuant to subsection (a) (research) unless the applicant can demonstrate a reasonable probability that the contract will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of such contract.

Although this study did not collect data on the use of R and D products, it examined product distribution, the first step in program improvement.

Objectives of the Study

This study is one of a series at the National Center investigating the dissemination of vocational education research and development products. The objectives for this report are the same as the ones included in the 1980 report entitled The Distribution of Vocational Education R & D Products. They are presented below as five questions:

1. How many products were distributed?
2. What was the nature of the products?
3. To whom did they go?
4. What were the potential benefits from using the products?
5. How were they distributed?

The findings are reported as five sections in Chapter 3.

CHAPTER II

PROCEDURES

This chapter contains sections on the product population, product sample, collection of the data, coding and analysis procedures, and limitations of the study.

Product Population

The population parameters are tied to characteristics of the products, e.g., their funding source, the distribution time frame, and the substantive content of the product. This last characteristic relates to the selection of products for inclusion in ERIC as a national information system operated by the National Institute of Education. The system contains sixteen clearinghouses in a nationwide network. Products selected for inclusion by ERIC Clearinghouses either have to make a substantive contribution to the field, or they represent a new methodology worthy of emulation by others. The following criteria define more specifically the population of products.

1. The products must be a tangible output from an R & D project. That is, service activities performed by a Research Coordinating Unit (RCU) or other organization would not be included in the population of products. Responses to requests for information over the telephone fall into the service category.

2. The products should be outputs from projects funded by federal dollars. At least 25 percent of their development costs must have been authorized by sections 131, 132, or 133 of P.L. 94-482 and/or parts C, D, or I of P.L. 90-576. This condition was met in various degrees by states that used flow-through federal funds to develop R & D products.

3. The products must have been distributed between January 1, 1978 and January 1, 1981.

It should be recognized this study is not a study of ERIC product dissemination. No data were collected from ERIC clearinghouses. It came from developers and distributors of products accepted by one ERIC clearinghouse.

Product Sample

The sample of products included in this study was accepted by the ERIC Clearinghouse on Adult, Career, and Vocational Education between the dates of October 1978 and September 1980. This ERIC Clearinghouse is located at the National Center for Research in Vocational Education, The Ohio State University. This sample of 814 products does not represent all of the products accepted by this clearinghouse. In fact, the Clearinghouse typically accepts 2,100 products per year into its collection. The number in the product sample is only a fraction of this total because of the criteria (cited earlier) used to define the population of products.

It is difficult to generalize from this sample because products vary greatly from year to year. Most of the ones included in this sample came from projects funded in 1975-1977. It takes two to three years for a project to be completed with products developed for distribution.

Collection of the Data

A survey questionnaire was developed to collect information on product distribution since distributors were widely scattered throughout the country and current addresses were available. Input from thirty vocational educators from twenty states was obtained through the use of planning committees and consultants. Criteria for developing the questionnaire were developed. It was necessary to develop questionnaires that were applicable to R and D products regardless of their substantive area. Indicators of distribution and impact were reviewed by the National Center Advisory Council in October 1978.

The distribution questionnaires (Appendix B) were reviewed by a quality assurance panel and pilot-tested with six Research Coordinating Unit directors before being finalized. Refinements were made in the 1981 questionnaire to obtain more specific data on nationwide distribution patterns and the likely impact of these products on handicapped persons.

An extensive clearance review by the Federal Education Data Acquisition Council (FEDAC) began in January 1979 and culminated in approval of the instrument on December 31, 1979. Two meetings were held with the Evaluation Subcommittee of the Council of Chief State School Officer's Committee on Evaluation and Information Systems. Their endorsement of the study came in late January 1980.

Research Coordinating Unit (RCU) directors were asked to verify the accuracy of product distributors' names and addresses. This was done prior to the mailing of the questionnaires in the

spring of 1980 and 1981. In some cases, the products were distributed from the RCU office. The survey was sent to the address of the product developer if no address for the distributor could be found.

A letter was mailed to each person who had developed a product. Multiple products developed by the same person or organization were sent in one envelope to the common address. Frequently, the RCU director had already noted this situation. Persons who had moved or were away on a special assignment were tracked down whenever possible. A follow-up letter was mailed to nonrespondents approximately three weeks after the first mailing. Postcards had been used to alert the respondents that a questionnaire was on its way.

Data Coding and Analysis

Data were coded by program staff using standardized procedures. When a question was marked incorrectly by the respondent, it was treated as missing data. In the case of six respondents to ERIC-accepted product questionnaires, more than one product was placed on the same questionnaire. This was permissible if the products had received the same distribution. These multiple product responses accounted for two research reports, six resource guides, thirty-four sets of learner materials, and thirty-four instructional guides. All of these products came from federally administered research funds. All of these multiple-product responses were in the 1980 study. Analysis of the results was by simple frequency count of the useable product questionnaires returned.

Limitations of the Study

Highly Selected Products

Products were screened by experts in clearinghouses to eliminate duplication and overlap in the ERIC collection. This prevented products from being accepted that were well done but similar to ones previously accepted. Products developed for limited use in states and regions of the states probably were less likely to be submitted for inclusion than products produced from federally administered projects.

Limited Distribution Data

Records solicited for this study were for products distributed within a two-year time frame--January 1, 1978 to December 31, 1979 for the 1980 study and January 1, 1979 to

December 31, 1980 for the 1981 study. There may have been copies distributed by product developers prior to these dates and after these dates that were not captured by this report. Likewise, the reproduction and distribution of ERIC microfiche of products in the sample were not tallied.

Biased Response Potential

Any self-report form contains potential for biased responses, but these responses are particularly vulnerable to this difficulty. As developers and distributors of the products, respondents were likely to view the products in a favorable light.[2]

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2. However, follow-up utilization studies of similar products have yielded consistently positive results. See the following two reports from the National Center: Research and Development Product Utilization in Vocational Education (1980) and the Impact of Research and Development on Vocational Education for Handicapped Learners (1981).

CHAPTER III

RESULTS

This chapter documents the number of ERIC-accepted products and copies distributed nationwide during a three year period beginning January 1, 1978 from the first printing of the product. It describes the types of products distributed, the product recipients' roles and organizations, the perceived benefits from use, and the modes of product distribution.

The return rate for useable questionnaires was high, 70 percent for the combined 1980 and 1981 studies. Table 8 in Appendix A shows a slight drop in the number of products included in the ERIC sample, 432 in the 1980 survey and 382 for the 1981 survey. The 70 percent return rate for the two surveys yielded 572 products available for study. The data tables in this chapter with this number of products indicate combined data from the two years. This was possible because questions were asked in a very similar or identical manner each year of the same population of product distributors.

Numbers of Products/Copies Distributed

Table 8 shows that 320,549 copies were distributed of 572 R and D products during this three-year span, 1978-1980.[3] The average of 560 copies distributed per product was remarkably similar for each of the surveys (566 copies in 1980 and 555 copies in 1981).

Finding 1. A trend toward state sponsorship of R and D was noted during the two years sampled in this study.

Although this two year-study provided a limited opportunity to gather trend data, there was a shift away from federal sponsorship of research and development in the direction of state-sponsored R and D. The 1980 data indicated 185 ERIC-accepted federally sponsored products compared to 76 state-sponsored products. This comparison changed to 79 federally sponsored products and 150 state-sponsored products in 1981.

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3. The number of copies distributed for each product was for a two-year span. The questionnaires overlapped by one year. Copies could have been distributed prior to and after the product had been accepted into ERIC.

A more intensive look at the 1981 data revealed that more useable questionnaires were returned by distributors of state-sponsored products, 77 percent, compared to those of federal sponsorship, 68 percent. State products accounted for twice as many products in the population, 253, compared to federal products, 125. The source of funds for four products was unknown.

Finding 2. The number of product copies distributed corresponded to the number of products funded in the categories of research, exemplary, and curriculum development.

As tables 9 and 10 indicate, the percentage of products in the categories of research, exemplary, curriculum, and national significance were very similar to the percentages for copies distributed in the same categories. This was true for both years and for both federal and state products. However, some variance existed in the types of products produced by the funding categories. For example, some curriculum products were produced by projects funded in the exemplary category.

Finding 3. The 572 R and D products captured by the study resulted in 320,549 copies being disseminated between January 1, 1978 and January 1, 1981.

Table 1 shows the number of products and copies distributed for the combined 1980 and 1981 data. The shift from federal to state sponsorship is not apparent in this table. However, these data for 1980 and 1981 in Appendix A indicate this change. Slightly over half of the copies were generated from research products. The category "research" was interpreted broadly by both the Office of Vocational and Adult Education and its contractors. All of the work was applied to the resolution of problems in vocational education. The lack of large numbers of curriculum product copies being distributed was surprising. Perhaps the distributors were sharing copies within their own states by other means. ERIC was viewed as a nationwide resource for finding single examples of products to be used as models in development activities.

Finding 4. An average of 560 copies was distributed per year. This average was relatively stable across the two years of the study, recording 566 in 1980 and 555 in 1981.

The average number of copies varied greatly by type of product. For example, table 2 shows that 797 copies of each

TABLE 1

NUMBER OF PRODUCTS DISTRIBUTED
BY FUNDING AUTHORIZATION

(N=572 Products)

Source of Funds	Number of Products Studied		Number of Copies Distributed	
	Number	Percentage	Number	Percentage
FEDERAL				
Research	144	55%	71,743	55%
Exemplary	47	18%	22,146	17%
Curriculum	27	10%	13,699	11%
National Significance	46	17%	22,583	17%
Total	264	100%	130,171	100%
STATE				
Research	144	64%	77,158	53%
Exemplary	44	19%	47,201	32%
Curriculum	38	17%	22,556	15%
Total	226	100%	146,915	100%
Not Identifiable	82	---	43,463	---

TABLE 2

NUMBER OF PRODUCTS/COPIES DISTRIBUTED
BY TYPE OF PRODUCT

Type of Product	Number of Products	Number of Copies	Average Number of Copies Distributed per Product
Learner materials	72	42,993	597
Instructional guides	191	152,177	797
Administrative guides	50	20,606	412
Conference proceedings and resource guides	28	14,499	518
Research reports	168	34,875	208
Knowledge synthesis papers	39	2,723	70
Not Identified	24	52,676	2,195
Total	572	320,549	560

instructional guide were distributed compared to only 70 copies for each knowledge synthesis paper.

Types of Products Distributed

Finding 5. The majority of products in the sample were instructional guides, and more copies of these were distributed (57 percent) than any other type of product.

Distributors were asked to identify the type of ERIC accepted product involved. The seven types listed on each questionnaire were defined briefly. The results in table 2 showed that copies of instructional guides were the most popular type of product in the sample. They were followed by learner materials, research reports, and administrative guides. There were fewer copies of learner materials and more research reports in 1981 than in 1980 as indicated in tables 11 and 12. The number of copies distributed for instructional guides, 797 per product, was the highest for all types of products.

Finding 6. Research reports were the next most common type of product in the sample, but they were next to last in the number of copies distributed.

Research reports were used to share results of studies with a limited audience. A substantial drop in the number of copies distributed occurred between instructional guides and research reports. As indicated in the next section, most of the copies were disseminated to elementary and secondary schools. The least number of copies disseminated was knowledge synthesis papers.

Finding 7. Knowledge syntheses papers were the type of product least present in the sample; only 70 copies per product were distributed on the average.

Not identified as to type were 52,676 products representing 16 percent of the sample. This percentage was large because many times the distributor was not able or willing to classify the product in a single category. Sometimes records on product objectives and content were not available.

Finding 8. Vocational education and curriculum/instructional materials were by far the most common subjects of the products.

Broad-based topics such as special needs and adult/postsecondary education were more common than any of the individual service areas of vocational education such as agriculture or home economics. Table 3 lists the most frequent substantive areas of the products. An effort was made in the 1981 survey to force the selection of more precise subjects. The 1981 questionnaire in Appendix B contains these selections. However, the results from the 1981 survey were similar to the previous year's results.

Recipient Roles and Organizations

Finding 9. A majority of the product copies, 52 percent, went to elementary and secondary schools; this percentage was relatively consistent across both years.

One of the most important questions in this study is that of "who receives R and D products?" Table 4 shows this distribution by organization and roles of recipients. Most of the copies were sent to elementary and secondary schools.

It is safe to assume that most of these copies were instructional guides. An intensive look at the 1980 survey results shows that over half of all instructional guide copies went to these schools.

Finding 10. After elementary and secondary schools, copies of products were distributed in nearly equal proportions among postsecondary schools, universities/colleges, and state education agencies.

Table 4 shows the remaining copies, approximately 130,000, spread almost equally among postsecondary schools, universities/colleges, and state universities. The bulk of the copies, nearly half, went to teachers in these organizations. Table 5 gives the percentage of products sent to people in organizations other than administrators, teachers, and students. Nearly half of the product distributors sent at least one copy to curriculum specialists, librarians, researchers, evaluators, and planners. These people were associated with national and regional education organizations or associations, intermediate education agencies, public or nonprofit organizations, and educational research and development agencies, among others.

TABLE 3

MOST FREQUENT SUBSTANTIVE AREAS OF
PRODUCTS IN THE SAMPLE

Description of Product	Number of Times Selected	
	1980 Study	1981 Study
Vocational education	142	165
Curriculum/instructional materials	142	95
Career education	67	19
Special needs	62	40
Performance-based/individualized education	55	18
Planning and policy development	49	23
Guidance and counseling	49	11
Adult/postsecondary	48	43
Secondary education	47	35
Evaluation/research/testing	42	29

TABLE 4

NUMBER OF PRODUCTS/COPIES DISTRIBUTED TO RECIPIENTS BY ROLE AND ORGANIZATION

(N=572 Products)

Type of Organization	Totals	Recipient Roles					
		Administrators		Teachers		Students	
	Copies	Products	Copies	Products	Copies	Product	Copies
Elementary/ secondary schools	142,871	230	27,215	249	83,236	75	32,421
Postsecondary schools/two year colleges	34,392	249	16,504	176	13,099	14	4,789
Other[1]	34,687	296	16,123	123	19,758	29	1,203
Universities/ colleges	30,286	256	8,068	259	13,621	89	9,747
State education agencies	27,217	427	27,217	---	---	---	---
Total	272,454	---	95,127	---	129,714	---	47,613
Unknown	48,095	---	---	---	---	---	---

Note: Frequently, the same product was distributed across many roles and organizations.

[1]This category includes federal and regional education agencies; nonprofit organizations; and business, industry and labor, organizations.

TABLE 5

NUMBER OF PRODUCTS DISTRIBUTED TO RECIPIENTS
OTHER THAN ADMINISTRATORS, TEACHERS, OR STUDENTS

(N=572 Products)

Roles and Organizations of Product Recipients	Number of Products	
	Number	Percentage
Roles		
Curriculum specialist/resource specialist/librarian	275	48%
Researcher/evaluator/planner	247	43%
Guidance counselor	171	30%
Board or advisory council member	201	35%
Legislator	99	17%
Business/industry/labor	170	30%
Parents	41	7%
Other	73	12%
Organizations		
National/regional education organization or association	233	41%
Intermediate education agency	160	28%
Other public or nonprofit organization	189	33%
Educational research and development agency	215	38%
Business/industry/labor	133	23%
Other	39	7%

Finding 11. The principle users were teachers in local settings; there were one and one half times as many teachers as administrators and students.

Teachers are logical recipients of R and D products. Many times the results of R & D were incorporated into curriculum guides or learner materials. Such guides were distributed often through administrators or during inservice education workshops. Results from the 1980 survey showed that most research reports, 73 percent, went to administrators.

Finding 12. Less than 18 percent, were distributed to students.

Students were not in a position to receive R and D products, so learner materials were channeled through teachers. Product distributors were not able to identify recipients by role and organization for approximately one-sixth of the products.

Perceived Benefits from Use

Table 6 lists the perceived benefits from using the products. The reader should remember that the respondents had not actually used the products; they had distributed them. Nevertheless, most were somewhat familiar with the contents of the publications.

Finding 13. Improved planning and accountability were the top rated perceived benefits to be gained from using these products. Student competency and teaching efficiency were rated high as was the need to relate vocational education to business, industry, and labor.

The ratings were very similar in 1980 and 1981. In only two cases, "place more students on the job," and "improve services for handicapped" were the rank order listing of the twenty-one benefits changed by the 1981 results. In these two cases, the order of benefits dropped in the most recent survey. In general, the benefits to special populations were rated lower in the second survey.

TABLE 6

PERCEIVED EXPECTED BENEFITS OF PRODUCT USE
(N=572 Products)

Benefits	Mean Rating	
	1981 Study	1980 Study
Highest Ranked Benefits		
Improve planning and accountability	2.8	2.6
Increase student competency	2.7	2.7
Improve teaching efficiency	2.7	2.5
Make content more relevant to changing needs in the work place	2.7	2.4
Improve educational linkages with business/ industry/labor	2.6	2.4
Medium Ranked Benefits		
Increase access to vocational education programs	2.5	2.4
Improve coordination with postsecondary programs	2.5	2.2
Improve educational linkages with government/ community agencies	2.5	2.1
Modify materials, equipment, or facilities	—	2.5
Realign priorities	2.5	2.4
Provide effective guidance for vocations	2.4	2.4
Increase productivity on the job	—	2.4
Alter program offerings	2.4	2.3
Place more students on the job	2.4	2.2
Improve services for handicapped	2.4	2.1
Lowest Ranked Benefits		
Individualized educational plans	—	2.3
Mainstream special students	—	2.2
Expand services to adults	2.3	2.2
Increase community awarenesss	2.3	2.2
Improve services to minorities	2.3	2.0
Improve services to youth in isolated rural areas	2.3	1.9
Improve services to youth in inner cities	2.2	2.0
Improve basic academic skills	2.2	1.9
Increase sex equity	2.2	1.9
Save money	2.2	1.8

Finding 14. Special populations were rated least likely to benefit from the use of these products; these populations included adults, minorities, rural youth, inner-city youth, and women.

All of the special population items were rated in the lower half of the continuum. In fact, these items we viewed as the lowest perceived benefits exclusive of other items. Table 6 makes this very clear.

Two competing explanations were offered for this finding. One suggests that the needs of special populations have been met; therefore, they would receive little additional benefit from more R and D in vocational education. The other possibility is the lack of relevance of R and D products to the needs of special populations. Surprisingly, 40 percent of the respondents to the 1980 survey felt their product was particularly relevant to the needs of the disadvantaged, handicapped, racial/ethnic minorities, and females. Yet their rating of benefits was similar to the 1981 results. More research on this topic is needed. Several potential benefits for handicapped persons were added to the list for the 1981 survey. As table 6 shows, the ratings for these new items suffered a similar fate.

Distribution Modes

Finding 15. Most copies were distributed by direct mail either free or in a cost recovery mode. Only two products were distributed using a commercial publisher.

Direct mail continues to be the most frequent mode for distribution of R and D products. Table 7 shows that free products and those distributed at cost were prevalent in the sample for both years. Inservice workshops were frequently used as a mode for distributing instructional materials to teachers. Displays at conferences, resource centers, and demonstration sites were used less frequently. Only two products were distributed through a commercial publisher. Most products were distributed using multiple methods.

Most products, 187, were distributed to other states in addition to the one where they were developed. Seventy-seven of the products were distributed to all other states, 23 were sent to states in their regions, and 93 were made available to selected states. Some products were sent to selected states in addition to states in the distributor's region. The midwest region was the most popular for regional distributions; however,

states in the east central region contained more single state distributions. On the average, thirty-nine copies of each R and D product were sent to states other than the one where the product was developed, as reported in the 1981 survey. The comparable figure was twenty-eight in the 1980 survey. States receiving ten or more of the products are listed below. The states are in order, with the highest product state listed first:

1. Texas
2. Virginia
3. Illinois
4. Ohio
5. Nebraska
6. New Mexico
7. Iowa
8. Oklahoma
9. Kansas
10. Minnesota
11. Arkansas
12. Louisiana
13. Missouri
14. Indiana
15. West Virginia
16. Wisconsin
17. Maryland
18. Michigan
19. Delaware

CHAPTER IV

FINDINGS AND RECOMENDATIONS

This chapter of the report contains a listing of the study findings and recommendations for additional activities.

Study Findings

Distribution of Products

- A trend toward state sponsorship of R and D was noted during the two years sampled in this study.
- The number of product copies distributed corresponded to the number of products funded in the categories of research, exemplary, and curriculum development.
- The 572 R and D products captured by the study resulted in 320,549 copies being disseminated between January 1, 1978 and January 1, 1981.
- An average of 560 copies was distributed per product. This average was relatively stable across the two years of the study, recorded as 566 in 1980 and 555 in 1981.

Types of Products

- The majority of products in the sample were instructional guides, more copies of these were distributed (57 percent) than any other type of product.
- Research reports were the next most common type of product in the sample, but they were next to last in the number of copies distributed.
- Knowledge synthesis papers were the type of product least present in the sample; only 70 copies per product were distributed on the average.
- Vocational education and curriculum/instructional materials were by far the most common subjects of the products.

- Broad-based topics such as special needs and adult/postsecondary education were more common than any of the individual service areas of vocational education such as agriculture or home economics.

Recipient Roles and Organizations

- A majority of the product copies, 52 percent, went to elementary and secondary schools; this percentage was relatively consistent across both years.
- After elementary and secondary schools, copies of products were distributed in nearly equal proportions among postsecondary schools, universities/colleges, and state education agencies.
- The principal users were teachers in local settings there were one and one-half times as many teachers as administrators and students.
- Less than 18 percent of the products were distributed to students.

Perceived Benefits from Use

- Improved planning and accountability was the top-rated perceived benefit to be gained from these products. Student competency and teaching efficiency were rated high as was the need to relate vocational education to business, industry, and labor.
- Special populations were rated least likely to benefit from use of these products; these populations included adults, minorities, rural youth, inner-city youth, and women.

Distribution Modes

- Most copies were distributed by direct mail either free or in a cost-recovery mode. Only two products were distributed using a commercial publisher.

Implications

The following implications for distributing R and D products come to mind as a result of these findings:

- Developers of curriculum materials should consider inservice workshops as a means of distributing new

products. These workshops provide an opportunity for an exchange of information about the products.

- Since fewer copies of knowledge synthesis papers and research reports are distributed at the time of initial printing, ERIC is relatively more valuable as a distribution agent for these products than for other types of products.

- Administrators as well as teachers represent an important audience for R and D products in all types of organizations. Often they serve as contact persons for products designed for teachers as the primary user audience.

- Products relevant to the improvement of teaching and learning were perceived to be of greater benefit than products concerned with the special interests of selected populations.

Recommendations

- Additional studies are needed to determine why R and D products were perceived as particularly relevant to the needs of special populations, yet, they were rated as not likely to be much benefit to them.

- Investigative studies are needed to determine if knowledge synthesis papers and other low copied documents are reaching their intended audiences.

APPENDIX A

SUPPORTING DATA TABLES

TABLE 7

PERCENTAGE OF TOTAL COPIES DISTRIBUTED
BY METHOD OF DISTRIBUTION

(N=572 Products)

Method of Distribution	Number of Products	Percentage
Direct Mail		
Free	380	66%
Cost-recovery	242	42%
Inservice workshops	288	50%
Displays at conferences	141	25%
Resource centers	124	22%
Demonstration sites	101	18%
Other	115	20%
Commercial publisher	1	--

Note: Some products were distributed using more than one method.

TABLE 8

NUMBER OF PRODUCTS INCLUDED
IN THE STUDY SAMPLE

Dates when Products Were Selected	Population of Products	Products with Useable Distribution Data	Percentage of Useable Returns	Copies Distributed During a Two-Year Period	
				Total	Average per Product
October 1979 through September 1979 (1980 Study)	432	291	67%	164,647	566
October 1979 through September 1980 (1981 Study)	382	281	74%	155,902	555
TOTAL	814	572	70%	320,549	560

TABLE 9

NUMBER OF PRODUCTS DISTRIBUTED
BY FUNDING AUTHORIZATION

(1980 Study, N=291)

Source of Funds	Number of Products Studied		Number of Copies Distributed	
	Number	Percentage	Number	Percentage
FEDERAL				
Research	117	63%	53,901	62%
Exemplary	32	17%	16,577	19%
Curriculum	9	5%	6,371	7%
National significance	27	15%	10,457	12%
Total	185	100%	87,306	100%
STATE				
Research	49	65%	20,734	33%
Exemplary	20	26%	40,153	65%
Curriculum	7	9%	1,079	2%
Total	76	100%	61,966	100%
Not Identifiable	30	---	15,375	---

TABLE 10

NUMBER OF PRODUCTS DISTRIBUTED
BY FUNDING AUTHORIZATION

(1981 Study, N=281)

Source of Funds	Number of Products Studied		Number of Copies Distributed	
	Number	Percentage	Number	Percentage
FEDERAL				
Research	27	34%	17,842	42%
Exemplary	15	19%	5,569	13%
Curriculum	18	23%	7,328	17%
National Significance	19	24%	12,126	28%
Total	79	100%	42,865	100%
STATE				
Research	95	63%	56,424	67%
Exemplary	24	16%	7,048	08%
Curriculum	31	21%	21,477	25%
Total	150	100%	84,949	100%
Not Identifiable	52	---	28,088	---

TABLE 11

NUMBER OF PRODUCTS/COPIES DISTRIBUTED
BY TYPE OF PRODUCT

(1980 Study)

Type of Product	Number of Products	Number of Copies	Average Number of Copies Distributed per Product
Learner materials	43	20,172	469
Instructional guides	91	81,437	895
Administrative guides	30	11,454	382
Conference proceedings and resource guides	18	8,883	494
Research reports	74	8,736	118
Knowledge synthesis papers	22	1,103	50
Not identified	13	32,862	2,528
Total	291	164,647	566

TABLE 12

NUMBER OF PRODUCTS/COPIES DISTRIBUTED
BY TYPE OF PRODUCT

(1981 Study)

Type of Product	Number of Products	Number of Copies	Average Number of Copies Distributed per Product
Learner materials	29	22,821	787
Instructional guides	100	70,740	707
Administrative guides	20	9,152	458
Conference proceedings and resource guides	10	5,616	562
Research reports	94	26,139	278
Knowledge synthesis papers	17	1,620	95
Not Identified	11	19,814	1,801
Total	281	155,902	555

TABLE 13

NUMBER OF PRODUCTS/COPIES DISTRIBUTED TO
RECIPIENTS BY ROLE AND ORGANIZATION
(1980 Study, N=291)

Type of Organization	Totals	Recipient Roles					
		Administrators		Teachers		Students	
	Copies	Products	Copies	Products	Copies	Product	Copies
Elementary/ secondary schools	65,652	112	10,657	112	41,514	64	13,481
Postsecondary schools/two year colleges	19,089	150	12,868	95	6,061	4	160
Other[1]	15,787	176	7,719	87	6,878	23	1,190
Universities/ colleges	13,850	110	3,920	125	8,780	33	1,150
State education agencies	17,407	218	17,407	---	---	---	---
Unknown	32,862	---	---	---	---	---	---
TOTAL	131,785	---	52,571	---	63,233	---	15,981

Note: Frequently, the same product was distributed across many roles and organizations.

[1]This category includes federal and regional education agencies; nonprofit organizations; and business, industry, and labor organizations.

TABLE 14

NUMBER OF PRODUCTS/COPIES DISTRIBUTED TO RECIPIENTS BY ROLE AND ORGANIZATION

(1981 Study, N=281)

Type of Organization	Totals	Recipient Roles					
		Administrators		Teachers		Students	
	Copies	Products	Copies	Products	Copies	Product	Copies
Elementary/ secondary schools	77,219	118	16,558	137	41,722	11	18,940
Postsecondary schools/two-year colleges	15,303	99	3,636	81	7,038	10	4,629
Other[2]	21,900	120	8,404	36	12,880	6	13
Universities/ colleges	16,436	146	4,148	134	4,841	56	7,447
State education agencies	9,810	209	9,810	---	---	---	---
Unknown	15,233	---	---	---	---	---	---
TOTAL	140,669	---	42,556	---	66,481	---	31,632

Note: Frequently, the same product was distributed across many roles and organizations.

[1]This category includes federal and regional education agencies; nonprofit organizations; and business, industry, and labor organizations.

APPENDIX B

SURVEY QUESTIONNAIRES

Form B

Form Approved

FEDAC No. R 127

App. Exp. 12/82

Research Study No

RESEARCH AND DEVELOPMENT PRODUCT DISTRIBUTION

The National Center for Research in Vocational Education is conducting a study to determine the distribution of vocational education research, exemplary, and curriculum products. Enclosed is an abstract of a product which you developed and/or distributed. Please complete each of the following questions by circling the appropriate response or by filling in the blank space provided. Your participation in this survey is, of course, voluntary.

1. **Type of Funding** (please circle one number) 8

   1. State administered 2. Federally administered

2. **Funding Authorization** (please circle one number) 9

Research	Exemplary	Curriculum	Other
1. Part C	3. Part D	5. Part I	7. Program of national significance
2. Section 131	4. Section 132	6. Section 133	8. Not available

3. **Approximately how many copies of this product have been distributed by your organization between January 1, 1978 and December 31, 1979?** 10-14

   [ ] (No. of copies)

4. **Estimate the numbers of products distributed for use by administrators, teachers, and students in the following types of organizations:**

Types of Organizations	Administrators	Teachers	Students	
a. University/college	_____	_____	_____	15-26
b. State education agency	_____	XXXXXXXX	XXXXXXXX	27-30
c. Elementary and secondary schools	_____	_____	_____	31-42
d. Postsecondary schools/ two-year colleges	_____	_____	_____	43-54
e. Other (If no "other" copies were distributed, skip to item 7.)	_____	_____	_____	55-66
TOTAL	_____	_____	_____	67-80

This study is being conducted by the National Center for Research in Vocational Education pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education, and Welfare as authorized by Public Law 94-482.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

Card II

5. **Were the products in the "Other" category of question 4 distributed to any person in the following roles?**

	Yes	No	
a. Curriculum specialist/resource specialist/librarian	1	2	8
b. Researcher/evaluator/planner	1	2	9
c. Guidance counselor	1	2	10
d. Board or advisory council member	1	2	11
e. Legislator	1	2	12
f. Business/industry/labor personnel	1	2	13
g. Parent	1	2	14
h. Other (please specify) _____	1	2	15

6. **Were these people in the "Other" category located in the following organizations?**

	Yes	No	
a. National/regional education organization or association	1	2	16
b. Intermediate education agency	1	2	17
c. Other public or nonprofit organization	1	2	18
d. Educational research and development agency	1	2	19
e. Business/industry/labor	1	2	20
f. Other (please specify) _____	1	2	21

7. **Who is the primary audience (intended users) for this product? Write in the appropriate role and organization.**

	Role	Organization	
			22-23
Primary Audience:	_____	_____	24-25

8. **Is this product particularly relevant to any of the following groups?**

	Yes	No	
a. Limited English-speaking ability	1	2	26
b. Disadvantaged	1	2	27
c. Handicapped	1	2	28
d. Racial or ethnic minorities	1	2	29
e. Women/girls	1	2	30
f. Other groups with special needs (please specify) _____	1	2	31

9. **When did your organization first distribute this product?** _____ (month/year) 32-35

10. **To what extent do you expect this product to help users do the following?**

	Not Applicable	Not at All	To Some Extent	To a Great Extent	
a. **Place** more students on the job	1	2	3	4	36
b. Increase student **competencies**	1	2	3	4	37
c. Increase **access** to vocational education programs	1	2	3	4	38
d. Provide effective **guidance** for vocations	1	2	3	4	39
e. Improve basic **academic skills**	1	2	3	4	40
f. Increase **sex equity**	1	2	3	4	41
g. Improve services for **minorities**	1	2	3	4	42
h. Improve services for **handicapped** persons	1	2	3	4	43
i. Improve services to youth in **inner cities**	1	2	3	4	44
j. Improve services to youth in **isolated rural areas**	1	2	3	4	45
k. Expand services to **adults**	1	2	3	4	46
l. Improve **teaching** efficiency	1	2	3	4	47
m. Increase **community** awareness	1	2	3	4	48
n. **Save money**	1	2	3	4	49
o. Improve **planning** and **accountability**	1	2	3	4	50
p. Realign **priorities**	1	2	3	4	51
q. **Alter program** offerings	1	2	3	4	52
r. Improve **coordination** with **postsecondary** programs	1	2	3	4	53
s. Make content more relevant to **changing needs in the workplace**	1	2	3	4	54
t. Improve educational linkages with **business/industry/labor**	1	2	3	4	55
u. Improve educational linkages with **government/community agencies**	1	2	3	4	56

11. **Is this product one of a series?** 57

1. Yes
2. No

12. **Was this product distributed to persons in more than one state?** 58

1. Yes ——→ In how many states? _____ 59-60
2. No

13. **Is this product free?** 61

1. Yes
2. No If no, what is the unit price of this product? $_____ 62-63

14. **What percent of the total products (as indicated in question 3) were distributed by the following methods?**

	Percent	Card III
a. Direct mail (free)	_____	8-10
b. Direct mail (cost recovery)	_____	11-13
c. Commercial publisher	_____	14-16
d. Displays at conferences	_____	17-19
e. Inservice workshops	_____	20-22
f. Demonstration sites	_____	23-25
g. Resource centers	_____	26-28
h. Other (please specify) _____	_____	29-31
	100%	

15. **Which <u>one</u> of the following categories best describes the type of product?** 32

1. Research report (project final reports, progress reports, or reports of empirical findings)
2. Knowledge synthesis paper (analyses of research findings)
3. Resource guide (cites/describes available materials)
4. Administrative/implementation guide (manuals and handbooks for administrators)
5. Instructional/implementation guide (manuals and handbooks for teachers)
6. Learner materials (instructional resources for students)
7. Conference proceedings (collection of presentations, speeches)

16. **Using the following list, please circle <u>three</u> descriptors which best define the topic or content area of your product.** 33-34 35-36 37-38

1. Adult, postsecondary, or technical education
2. Elementary education (K-6)
3. Secondary education (7-12)
4. Vocational education
5. Career education
6. Community-Industry-Education linkages (CETA, community involvement, cooperative education, on-the-job training, self-employment)
7. Corrections/crime prevention
8. Curriculum/instructional materials
9. Evaluation/research/testing
10. Guidance and counseling (including dropout prevention)
11. Information processing/dissemination
12. Performance (competency)-based/ individualized education
13. Planning and policy development (enrollment, programs, facilities)
14. Sex equity/fairness/stereotyping
15. Special needs populations (disadvantaged, handicapped, migrants, racial/ethnic minorities, bilingual)
16. Supervision and administration
17. Teacher inservice and preservice education/ staff training
18. Agricultural education
19. Business and office education
20. Distributive education
21. Health education
22. Home economics education
23. Technical education
24. Trade and industry education

Thank you for completing this questionnaire. Your answers will help determine the distribution and use of research, exemplary, and curriculum products.

Please return the questionnaire promptly using the business reply envelope provided.

Form Approved

FEDAC No. R 127

App. Exp. 12/82

Research Study No.

RESEARCH AND DEVELOPMENT PRODUCT DISTRIBUTION

The National Center for Research in Vocational Education is conducting a study to determine the distribution of vocational education research, exemplary, and curriculum products. Enclosed is an abstract of a product which you developed and/or distributed. Please complete each of the following questions by circling the appropriate response or by filling in the blank space provided. Your participation in this survey is, of course, voluntary.

1. **Type of Funding** (please circle one number) 8

   1 State administered 2 Federally administered

2. **Funding Authorization** (please circle one number) 9

Research	Exemplary	Curriculum	Other
1 Part C	3 Part D	5 Part I	7 Program of national significance
2 Section 131	4 Section 132	6 Section 133	8 Not available

3. **Approximately how many copies of this product have been distributed by your organization between January 1, 1979 and December 31, 1980?** 10-14

   [ ] (No. of copies)

4. **Estimate the numbers of products distributed for use by administrators, teachers, and students in the following types of organizations. If no copies were distributed, draw a line through the response space:**

Types of Organizations	Administrators	Teachers	Students	
a. University/college	_____	_____	_____	15-26
b. State education agency	_____	XXXXXXXX	XXXXXXXX	27-30
c. Elementary and secondary schools	_____	_____	_____	31-42
d. Postsecondary schools/ two-year colleges	_____	_____	_____	43-54
e. Other (If no "other" copies were distributed, skip to item 7.)	_____	_____	_____	55-66
TOTAL	_____	_____	_____	67-80

This study is being conducted by the National Center for Research in Vocational Education pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education, and Welfare as authorized by Public Law 94-482.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

Card II

5. Were the products in the "Other" category of question 4 distributed to any person in the following roles?

	Yes	No	
a. Curriculum specialist/resource specialist/librarian	1	2	8
b. Researcher/evaluator/planner	1	2	9
c. Guidance counselor	1	2	10
d. Board or advisory council member	1	2	11
e. Legislator	1	2	12
f. Business/industry/labor personnel	1	2	13
g. Parent	1	2	14
h. Other (please specify) _____	1	2	15

6. Were these people in the "Other" category located in the following organizations?

	Yes	No	
a. National/regional education organization or association	1	2	16
b. Intermediate education agency	1	2	17
c. Other public or nonprofit organization	1	2	18
d. Educational research and development agency	1	2	19
e. Business/industry/labor	1	2	20
f. Other (please specify) _____	1	2	21

7. Who is the primary audience (intended users) for this product? Write in the appropriate role and organization.

	Role	Organization	
			22-23
Primary Audience:	_____	_____	24-25

8. Is this product particularly relevant to any of the special groups listed in question 9? Yes 1 No 2 — 26

9. If yes, list the number of copies distributed to users for the following relevant groups.

	Number of Copies	
a. Bilingual	_____	27-29
b. Disadvantaged	_____	30-32
c. Handicapped	_____	33-35
d. Racial or ethnic minorities	_____	36-38
e. Females	_____	39-41
f. Other groups with special needs (please specify) _____	_____	42-44

10. Is this product one of a series? Yes 1 No 2 — 45

11. Is this product free? Yes 1 No 2 — 46

If no, what is the unit price of this product? $ _____ — 47-48

12. To what extent do you expect this product to help users do the following?

	Not Applicable	Not at All	To Some Extent	To a Great Extent	
a. **Place** more students on the job	1	2	3	4	49
b. Increase student **competencies**	1	2	3	4	50
c. **Modify** materials, equipment, or facilities	1	2	3	4	51
d. Increase **access** to vocational education programs	1	2	3	4	52
e. Provide effective **guidance** for vocations	1	2	3	4	53

(please continue on the following page)

12. *(continued)* **To what extent do you expect this product to help users do the following?**

	Not at Applicable	Not at All	To Some Extent	To a Great Extent	
f. Improve basic **academic skills**	1	2	3	4	54
g. Increase **sex equity**	1	2	3	4	55
h. **Mainstream** special students	1	2	3	4	56
i. Improve services for **minorities**	1	2	3	4	57
j. Improve services for **handicapped** persons	1	2	3	4	58
k. Improve services to youth in **inner cities**	1	2	3	4	59
l. **Individualize** education plans	1	2	3	4	60
m. Improve services to youth in **isolated rural areas**	1	2	3	4	61
n. Expand services to **adults**	1	2	3	4	62
o. Improve **teaching** efficiency	1	2	3	4	63
p. Increase **community** awareness	1	2	3	4	64
q. Reduce **costs**	1	2	3	4	65
r. Improve **planning** and **accountability**	1	2	3	4	66
s. Realign **priorities**	1	2	3	4	67
t. Increase **productivity** on the job	1	2	3	4	68
u. **Alter program** offerings	1	2	3	4	69
v. Improve **coordination** with **postsecondary** programs	1	2	3	4	70
w. Make content more relevant to **changing needs in the workplace**	1	2	3	4	71
x. Improve educational linkages with **business/industry/labor**	1	2	3	4	72
y. Improve educational linkages with **government/community agencies**	1	2	3	4	73

	Yes	No	Card III
13. Was this product distributed to persons in other states?	1	2	8

14. How many states received copies?

1 All of the states 2 The states in your region 3 Some of the states — 9

If 2, please circle the number of the region:

1 Northeast 2 East Central 3 Southeast 4 Midwest 5 Northwest 6 West — 10

If 3, please circle the number(s) of the relevant state(s):

01 NJ	02 IL	03 MS	04 OK	05 WA	06 HA	11-12
07 NY	08 DE	09 AL	10 AR	11 AK	12 AZ	13-14
13 NH	14 MN	15 FL	16 KS	17 CO	18 CA	15-16
19 CT	20 IN	21 GA	22 MO	23 ID	24 NV	17-18
25 ME	26 WV	27 KY	28 NB	29 MT	30 Am. Samoa	19-20
31 VT	32 VA	33 MS	34 NM	35 ND	36 Guam	21-22
37 MA	38 MD	39 NC	40 TX	41 OR	42 Mariana Islands	23-24
43 RI	44 WI	45 SC	46 IA	47 SD		25-26
48 V. Is.	49 OH	50 TN	51 LA	52 UT		27-28
53 P. Rico	54 MI			55 WY		29-30
	56 DC					
	57 PA					

15. On the average, how many copies were sent to each state other than your own? ~~53~~ — 31-33

16. What percent of the total products (as indicated in question 3) were distributed by the following methods?

	Percent	
a. Direct mail (free)	_____	34-36
b. Direct mail (cost recovery)	_____	37-39
c. Commercial publisher	_____	40-42
d. Displays at conferences	_____	43-45
e. Inservice workshops	_____	46-48
f. Demonstration sites	_____	49-51
g. Resource centers	_____	52-54
h. Other (please specify) _____	_____	55-57
	100%	

17. Which one of the following categories best describes the type of product? 58

1 Research report (project final reports, progress reports, or reports of empirical findings)
2 Knowledge synthesis paper (analyses of research findings)
3 Resource guide (cities/describes available materials)
4 Administrative/implementation guide (manuals and handbooks for administrators)
5 Instructional/implementation guide (manuals and handbooks for teachers)
6 Learner materials (instructional resources for students)
7 Conference proceedings (collection of presentations, speeches)

18. Circle one description in each of the following lists which best defines the topic or content area of your product. 59-60 61-62 63-64

01 Adult, postsecondary, or technical education
02 Elementary education (K-6)
03 Secondary education (7-12)
04 Vocational education
05 Career education

18 Agricultural education
19 Business and office education
20 Distributive education
21 Health education
22 Home economics education
23 Technical education
24 Trade and industry education
25 All of the above
26 None of the above

06 Community-Industry-Education linkages (CETA, community involvement, cooperative education, on-the-job training, self-employment)
07 Basic skills
08 Curriculum/instructional materials
09 Evaluation/research/testing
10 Guidance and counseling (including dropout prevention)
11 Information processing/dissemination
12 Performance (competency)-based/individualized education
13 Planning and policy development (enrollment, programs, facilities)
14 Sex equity/fairness/stereotyping
15 Special needs populations (disadvantaged, handicapped, migrants, racial/ethnic minorities, bilingual)
16 Supervision and administration
17 Teacher inservice and preservice education/staff training

Thank you for completing this questionnaire. Your answers will help determine the distribution and use of research, exemplary, and curriculum products.

Please return the questionnaire promptly, using the business reply envelope provided. 2/28/81

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APPENDIX C

CORRESPONDENCE

OSU

The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

March 21, 1980

Dear Colleague:

The purpose of this request is to determine what happens to research, exemplary, and curriculum products after they have been produced by a project. This information will be used to describe the distribution of products accepted by the ERIC Clearinghouse on Adult, Career, and Vocational Education during 1978-79.

Your role in this effort is essential to the success of this survey. One of your products has been selected for study. See the enclosed abstract. Please take a few minutes of your time to complete the enclosed questionnaire. If you are not able to do this, give the questionnaire to the person in your organization who knows the most about the distribution of the product.

Please return the completed questionnaire by April 22, 1980 in the enclosed business reply envelope.

Thank you for your voluntary participation.

Sincerely,

William L. Hull

William L. Hull
Project Director

WLH:cmr
Enclosure

OSU The Ohio State University

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614—486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

May 9, 1980

Dear Colleague:

We have not received your response to our request last month for information on an ERIC-accepted product. The research, exemplary, or curriculum product is identified by a copy of the abstract.

A duplicate copy of the distribution questionnaire is enclosed with a business reply envelope for your convenience.

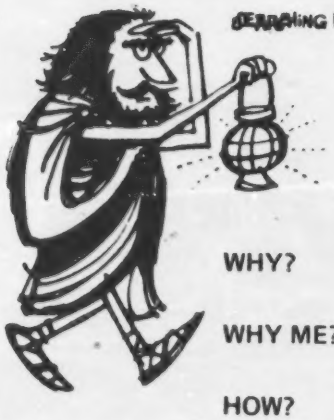
Please place the completed questionnaire in the mail immediately. Your reply is needed by May 20, 1980. We appreciate your assistance.

Sincerely,

William L. Hull

William L. Hull
Project Director

WLH:cmr
Enclosure



In a few days you will receive a brief questionnaire from the National Center for Research in Vocational Education.

WHY? To determine the distribution of a research, development, or curriculum product.

WHY ME? You know the most about the distribution of this product.

HOW? A survey will be mailed to you for completion by April 22, 1980.

Thank you in advance for your cooperation.

WE'RE STILL LOOKING FOR IT

WHAT ? Your completed questionnaire.

WHY ? We need to know what happens to the distribution and use of a research, development, or curriculum product.

If you need another form, please call Bill Hull at 1-800-848-4815 (toll free).

Thank you in advance for your cooperation.

OSU

The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

December 1, 1980

Dear Colleague:

We appreciate the help you gave us last year in locating the names and addresses of persons distributing research and development products. As a result of your assistance, responses from 76 percent of the product distributors were received!

We need to obtain distribution information on one more group of products. Enclosed is a product information sheet on each program improvement product from your state accepted by ERIC within the last year. Check "yes" if the product distributor's name and address are correct on each of the enclosed information sheets. Please revise if it is incorrect.

An addressed, stamped envelope has been provided for the return of these information sheet(s). We would like your response as soon as possible, but December 22 would be a reasonable date for our purposes. We appreciate your assistance with this important task.

If you would like a copy of last year's product distribution report, complete the tear sheet at the bottom of this letter and include it with your response.

Sincerely,

Bill

William L. Hull
Project Director

WLH:cmr
Enclosure(s)

☐ Yes, I would like a copy of the 1979-80 R & D Product Distribution Report.

_____
(please sign)

OSU The Ohio State University

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

March 10, 1981

Dear Colleague:

The purpose of this request is to determine what happens to research, exemplary, and curriculum products after they have been produced by a project. This information will be used to describe the distribution of products accepted by the ERIC Clearinghouse on Adult, Career, and Vocational Education during 1979-80.

Your role in this effort is essential to the success of this survey. One of your products has been selected for study. See the attached abstract. Please take a few minutes of your time to complete the enclosed questionnaire. If you are not able to do this, give the questionnaire to the person in your organization who knows the most about the distribution of the product.

Please return the completed questionnaire by March 27, 1981 in the enclosed business reply envelope.

Thank you for your voluntary participation.

Sincerely,

William L. Hull

William L. Hull
Project Director

WLH/cs
Enclosure